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ABSTRACT

This resource, containing a teacher's manual, reproducible student workbook, and a color teaching poster, is designed to accompany a 21-minute videotape program, but may be adapted for independent use. Part 1 of the program, "Greek Architecture," looks at elements of architectural construction as applied to Greek structures, and demonstrates Greek column styles. Part 2, "Greek Sculpture," discusses 3-dimensional design and stylized decoration. Several exemplars of Greek sculpture are shown. The Teacher's Manual includes a list of slides and gives strategies for using the video tape program in the classroom. The student workbook includes worksheets requiring written and/or drawn responses, an illustrated dictionary of Greek deities, and a student quiz. The poster depicts an illustrated time chart, maps of Greece and Alexander's Empire, 323 B.C., large diagrams of the Acropolis, the Parthenon ground plan, and column orders. (MM)

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ED 461 544

Look and Do Ancient Greece

Teacher's Manual: Primary Program, Greek Art & Architecture

[and]

Workbook: The Art and Architecture of Ancient Greece

[and]

K-4 Videotape

History through Art and Architecture

Ann Campbell Luce

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TEACHER'S MANUAL

LOOK and DO

PRIMARY PROGRAM

GREEK
ART & ARCHITECTURE

Turning on a child's mind to the excitement of the ancient world of Greek Art and Architecture helps primary students see their own world with new eyes.

BEFORE YOU BEGIN. . . . . .

The sequence of "**looking and doing**" on the following pages is carefully planned to help your primary students get the most out of this program. Please **follow the step-by-step instructions** on the following pages. For best results, the workbooks must be worked through from beginning to end.

Depending on the reading level of the students, either read the questions and stories in the work-book aloud and have them fill in the answers, or have them read and complete the workbook activities themselves.

GREEK ARCHITECTURE

THINGS TO DO FIRST:

Hand out **LOOK and DO Workbooks** to students.
Hang the **GREEK POSTER** on the board.
Ask each student to write **their name and address** on the inside front cover of their **WORKBOOK.**

PAGE

1 **By locating Greece on a globe,** students can relate Greece to where they live, as well as compare the sizes of the two countries.

2 **WHERE DO YOU LIVE?** expands the students' powers of observation. This will lead them, later, to make the association between their environment and that of the ancient Greeks.

3 In drawing a picture of their own home be sure they include in the drawing all the items mentioned on page 2. Have them draw **more** than just a box with a chimney.

4 By **learning new vocabulary** words the students increase their **abilities to see.** It is difficult to see and understand something new if their is no word to identify it.

.NOW PUT ON THE GREEK ARCHITECTURE VIDEO OR SOUND FILMSTRIP.

5 By understanding post and beam construction students learn the most basic way structures are built. **Do the bottom of this page as a class project.**

6 & 7 Either read aloud the material on these two pages or have the students read it themselves. While they **use their imaginations** to color in how they think the Temple might once have looked, bring in any extra material you have on athletic games, the Olympics and how the Greek processions might have looked.

8 & 9 **Proportion and scale is important in architecture.** The purpose of these two pages is to try to make them understand the Greek philosophy that **"MAN IS THE MEASURE OF ALL THINGS."** The proportion and scale of Greek architecture is based on **A PERSON'S SIZE.**

10 Knowing the **DURABILITY** of materials will enable a student to understand why certain buildings still stand even as long as a thousand years.

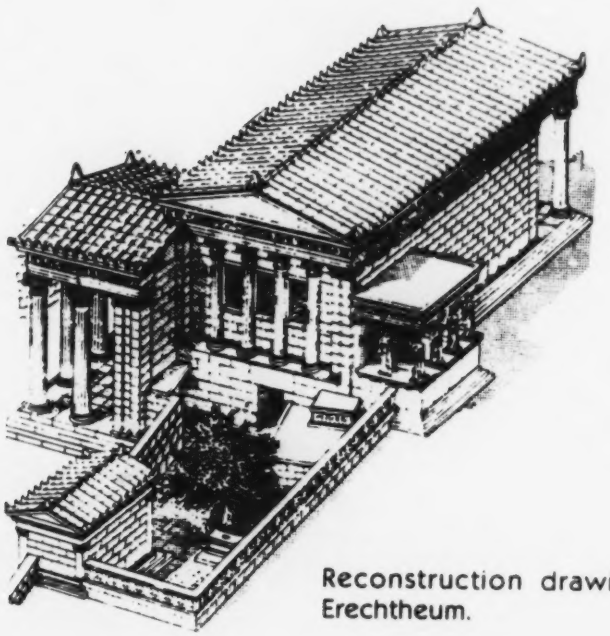
11-13 By drawing a column and capital the student will be able to recognize that particular Greek order in his or her town or city.

14 In comparing the three Greek orders the student's **power of observation** is **quickened.** It is important to know the **function** of **OUR** buildings that use the ancient Greek orders. As **democracy began in Greece,** by using Greek architecture in many of our public buildings, we symbolically associate our democracy with theirs.

15 Either **read aloud** the story of the **CARYATID** or have the students read it themselves. Using a figure of a person as a column shows again the Greek association of people with architecture

PUT ON THE GREEK ARCHITECTURE VIDEO OR SOUND FILMSTRIP AGAIN, BUT THIS TIME WITHOUT SOUND. LET THE STUDENTS TALK ABOUT IT.

USE THE WALL POSTER TO REVIEW WHAT THEY HAVE SEEN.



Reconstruction drawing of Erechtheum.

GREEK SCULPTURE

PAGE

16 The purpose is to give the student an understanding of the diffeerence between **two and three dimensionality.**

17 The new vocabulary will quicken a student's ability to see, and understand things that are round, or three dimensional.

18-20 Have the students cut out pages19 and 20 and **DO** as well as answer the questions on page 18. The purpose is to show the student that **sculpture is three dimensional, has light and shadow and has some kind of movement.**

NOW PUT ON THE GREEK SCULPTURE VIDEO OR SOUND FILMSTRIP

21 Provide each student with a **chunk of clay.** The exercise on this page will show the student **how sculpture is carved from a block of stone.**

22 They will learn here the meaning of word **"STYLIZED."** They will also learn to recognize the early Greek **ARCHAIC SMILE.**

23 This page reiterates the **connection between sculpture and architecture.**

24 This is a good place for further discussion of the Greek athletic games. The Greeks equated the **ideally, perfect athletic body with goodness.** Even today in our films and on TV, **goodness and beauty also go hand in hand.**

25 You will need **clay and wet paper towels.**

26 & 27 Either read aloud or let the students read themselves. Using any of the cut-out drawings on page 27, try to have the students **use their own imaginations** in creating their idea of the Trojan Horse myth.

28-30 This again is read aloud or by themselves. Using a larger piece of paper **ask the students to illustrate some of the myths about the gods.**

31 Read aloud or have them read by themselves the myths of the Greek heroes. Do activities. Encourage the students to **write their own myths and to illustrate them.**

PUT ON THE VIDEO OR FILMSTRIP AGAIN, WITHOUT THE SOUND, AND LET THE STUDENTS DISCUSS WHAT THEY SEE.

pages 32-34 The last pages in the Workbook are **games and puzzles. THE QUIZ ON THE BACK COVER IS MEANT TO BE FUN.**

Victory of Samothrace, Hellenistic, Louvre, Paris, c190 B.C.

LIST OF FRAMES FOR LOOK and DO GREEK ARCHITECTURE

1. Title: Temple of Athena Nike, Acropolis, Athens, Greece, c432 BC
2. Map of Ancient Greece
3. View of Erechtheum Temple, Acropolis, Athens, Classical Period, c421 BC
4. House, Boulder, Colorado
5. School, Denver, Colorado
6. Left: Drawing of house. Right: Drawing of apartment
7. Drawing of 3 posts and 2 beams
8. Left: Two columns holding up stone beams. Right: 2 posts and a beam
9. House
10. A street in Salisbury, England
11. Bank
12. Hamburger stand
13. Temple of Hephaestus, Athens, Greece, c450 BC
14. Elevation drawing of house with normal size figure
15. Elevation drawing of house with giant size figure
16. Elevation drawing of house with tiny figure
17. Elevation drawing of house with normal size figure
18. Parthenon, Acropolis, Athens, Greece, designed by Ictinus and Calicrates, Classical c447 BC
19. Another view of the Parthenon
20. Fire
21. Ruin of a modern day restaurant
22. View of Acropolis in Athens with Parthenon on top
23. Old print showing Parthenon blowing up, 1687 AD
24. Another view of the Parthenon
25. Restoration drawing of gold statue of Goddess Athena that once stood inside the Parthenon
26. Restoration drawing of Parthenon
27. View of Parthenon with scaffolding for restoring building
28. Detail of column FLUTES
29. DORIC capitals and columns from Temple of Aphaia, Aegina, Greece, c480 BC
30. 20th century house with DORIC columns
31. Temple of Athena Nike, designed by Calicrates,Acropolis, Athens, Classical, c432 BC
32. Bank building with IONIC columns
33. Temple of Olympian Zeus, Athens, Hellenistic, c131AD (CORINTHIAN columns)
34. Capitol Building,Washington DC, c1863
35. 18th century Greek Revival house in Virginia, USA
36. Comparison drawing of three Greek Orders: DORIC, IONIC and CORINTHIAN
37. Caryatid, from Porch of the Maidens, Erechtheum Temple, designed by Mnesicles, Acropolis, Athens, Classical c 421BC
38. Another view of Caryatids
39. Another view of Caryatids
40. Propylaea (entrance) Acropolis, Athens, designed by Mnesicles, Classical c436BC
41. 20th century house with DORIC columns
42. The White House, Washington DC with IONIC columns
43. CORINTHIAN capital and acanthus leaves
44. Capitol Building, Denver , Colorado

LIST OF FRAMES FOR LOOK and DO GREEK SCULPTURE

1. Title: Charioteer from Delphi, Delphi Museum, Transitional c470BC
2. Drawing of two children holding cat
3. A sheet of flat, lined paper
4. Crumpled piece of paper
5. Twisted, crumpled piece of paper
6. Stone serpent, Archaic, Greek, Acropolis Museum, Athens, c580 BC
7. Calfbearer, Archaic, Acropolis Museum, Athens, c570 BC
8. Calfbearer
9. Drawing on uncut stone
10. Calfbearer
11. Calfbearer
12. Greek Kore (girl) from Chios, Archaic, Acropolis Museum, Athens, c530 BC
13. Kore
14. The Dying Warrior, Late Archaic from Temple of Aphaia, now in Munich Museum, c480 BC
15. Archaic scene of the Trojan Horse, from the neck of a big pot, Archeological Museum, Mykonos, c675 BC, made about 50 years after the lifetime of Homer
16. Drawing from Greek Pot of Trojan Horse
17. Detail of Dying Warrior
18. Poseidon, 7 feet tall, National Museum, Athens, Transitional Period, c460-450 BC
19. Charioteer from Delphi, Delphi Museum, Transitional Period, C470 BC
20. Detail of Charioteer
21. Detail of Charioteer
22. Discus Thrower, marble copy by Romans of original by Myron, Terme Museum, Rome, Classical Period c450 BC
23. Other views of Discus Thrower
24. Three Goddesses from East Pediment of Parthenon, by Phidias, now in British Museum, London (One of the Elgin marbles) Classical period, c432 BC
25. Restoration of Eastern Pediment of Parthenon showing birth of Athena. Original by Phideas, Classical Period, c447 BC
26. Drawing of children standing in wet clothing
27. Detail of Three Goddesses
28. Detail of Three Goddesses
29. Winged Victory of Samothrace, the Louvre, Paris, Hellenistic, c190 BC
30. Detail of Winged Victory
31. Detail of Winged Victory
32. Young Jockey, Bronze, National Museum, Athens, Hellenistic, c200 BC
33. Young Jockey
34. Detail of Young Jockey
35. Detail of Young Jockey
36. Calfbearer
37. Kore
38. Dying Warrior
39. Charioteer
40. Discus Thrower
41. Three Goddesses
42. Winged Victory
43. Young Jockey END

A WORD ABOUT THE AUTHOR

Ann Campbell Luce

Ann Campbell Luce received her B.A. from Vassar in Art History and her M.A. from the Univ. of Colorado. She taught art and art history at Hannah Moore Academy in Baltimore, Miss Fine's School in Princeton, N.J. and Brooklyn Friends' School in N.Y.

She is the author of seven children's books, including *Painting: How to Look at Great Art, Start to Draw*, and *Let's Find Out About Color*, all published by Franklin Watts.

The *"History Through Art and Architecture"* series came about as a result of her masters thesis project while at C.U. Her slide-lectures became so popular they were eventually taped. Working with the Social Studies Department at Boulder High School in Boulder CO, the *"History Through Art & Architecture"* series was developed to be used as an interdisciplinary total teaching unit to integrate art and history in the High School.

These programs were later scaled down for use in Grades 4 - 9, and most recently, unique new programs introducing the basic concepts of history, art and architecture were developed for Primary Grades.

CONSULTANTS

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Charles A. Qualley is Professor of Art Education and Director of the Division of Art Education in the Fine Arts Department of the University of Colorado-Boulder. He is author of *Art for the Elementary Teacher*, published as a course text by the University of Colorado and of *Safety in the Artroom*, published by Davis Publications. He has also written over 30 articles which have appeared in such professional publications as Art Education, Studies in Art Education, Arts and Activities and School Arts, and is author of the NAEA publication *NAEA Goals for the Schools: an Interpretation.* Dr. Qualley is currently president of the National Art Education Association and serves on national advisory committees for the National Endowment for the arts and for the Marie Walsh Sharpe Foundation. His B.F.E. degree in art is from Drake University and he holds an M.A. in Art Education and an M.F.A. in Printmaking and Art History from the University of Iowa and an Ed.D. from Illinois State University in Art Education.

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Dr. Carolyn Topping, Early Childhood Specialist, is Principal of Mapleton Elementary School in Boulder, Colorado. She graduated from the University of Wisconsin, received her Masters from the University of New Mexico, and her Ph. D. from the University of CO. She has had 23 years of experience in education and curriculum related activities in Wisconsin, New Mexico and Colorado. She is also the parent of two teen-agers.

LOOK and DO

WORKBOOK

the ART and ARCHITECTURE of

ANCIENT GREECE

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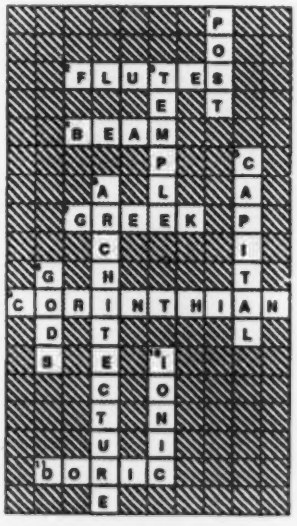
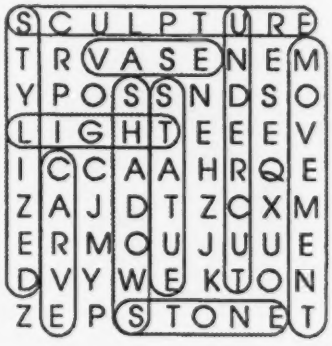


ANSWER TO
ARCHITECTURE
CROSSWORD PUZZLE
(page 32)

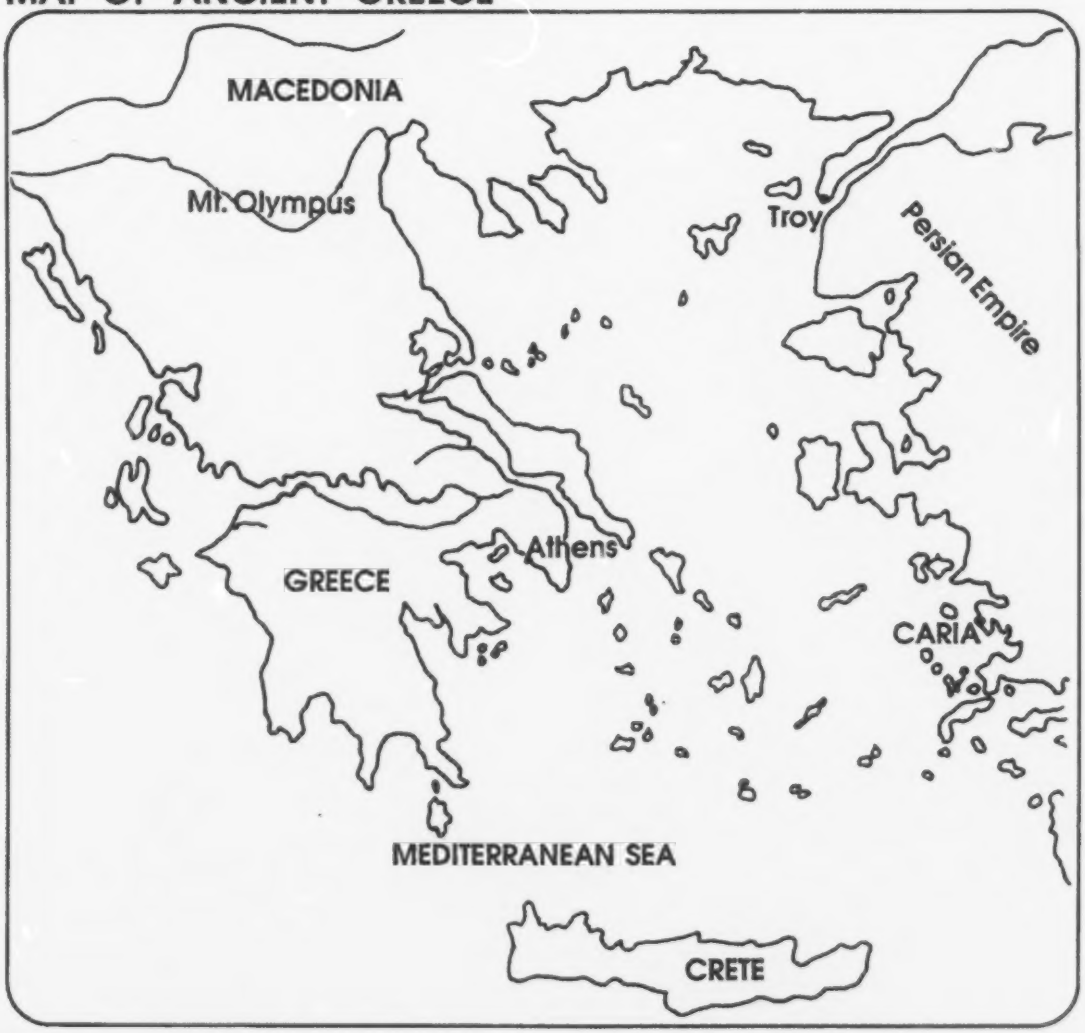


ANSWER TO
SCULPTURE
'LOOP-A-WORD'
(inside back cover)

GREECE is a country far away from where you live. Greece is surrounded by the Mediterranean Sea on three sides. Greece has many islands. Can you find Greece on globe of the world?

1

MAP OF ANCIENT GREECE

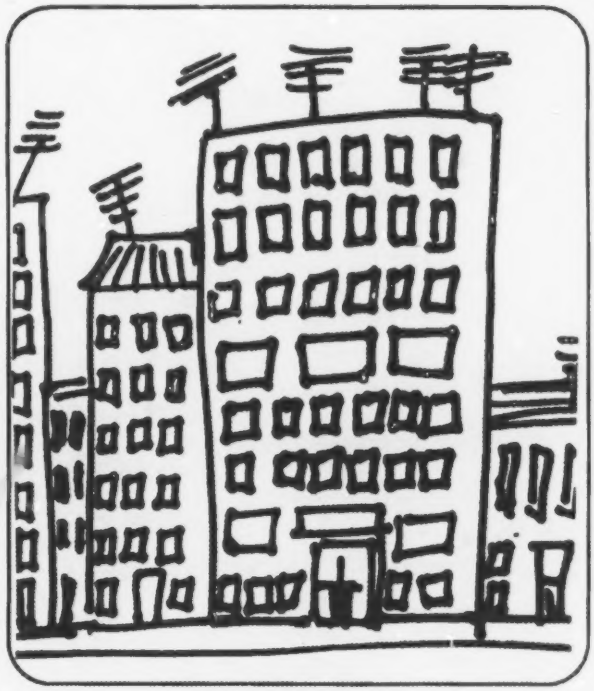


COLOR the country of Greece yellow. **COLOR** the Mediterranean Sea blue. The capital city of Greece is Athens. Find it on the map and circle it in orange.

The ancient Greeks built many beautiful buildings and carved many wonderful sculptures. There are many copies of Greek buildings or architecture, and Greek sculpture all around you. If you know what to look for, you can discover them.

WHERE DO YOU LIVE?

HOUSE



APARTMENT

Fill in the answers to the questions below:

1. Where do you live, in a house or in an apartment?

   _____

2. How many floors does your building have?_____
3. How many rooms does your home have?_____
4. How many people live in your home?_____
5. Is your house or apartment building tall and skinny or fat and short ?_____
6. Are your windows big or small?_____
7. What kinds of materials were used in building your home? (bricks, stone, stucco, wood, plastic, steel, aluminum).

   _____

8. Does your home have a chimney? _____ Where is it, on the side or in the center of the roof?_____
9. Is your front door in the middle or on the side of your building?_____
10. Do you have bushes or trees around your home?_____

DRAW A PICTURE OF YOUR HOME

Below, draw a picture of **your** house or apartment. Be sure to include all the items on page 4 in your drawing. If your home is **tall and skinny** make this the **top** of the page.

If your home is **short and fat**, make this the **TOP** of the page.

4

WORDS ABOUT GREEK ARCHITECTURE

Copy each word on the line next to it. This will help you know the word when you hear it in the Sound Filmstrip or Video program.

architecture _____

building _____

post and beam _____

materials _____

construction _____

Greek Temple _____

pediment _____

column _____

flutes _____

capital _____

Doric _____

Ionic _____

Corinthian _____

Parthenon _____

proportion _____

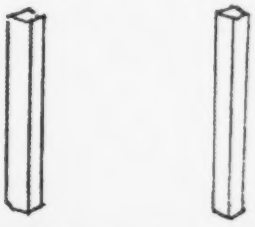
Erechtheum _____

caryatid _____

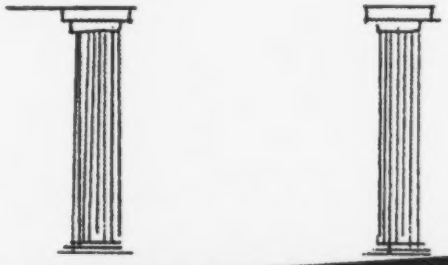
Ask your teacher to put on the Greek Architecture Video or Sound Filmstrip.

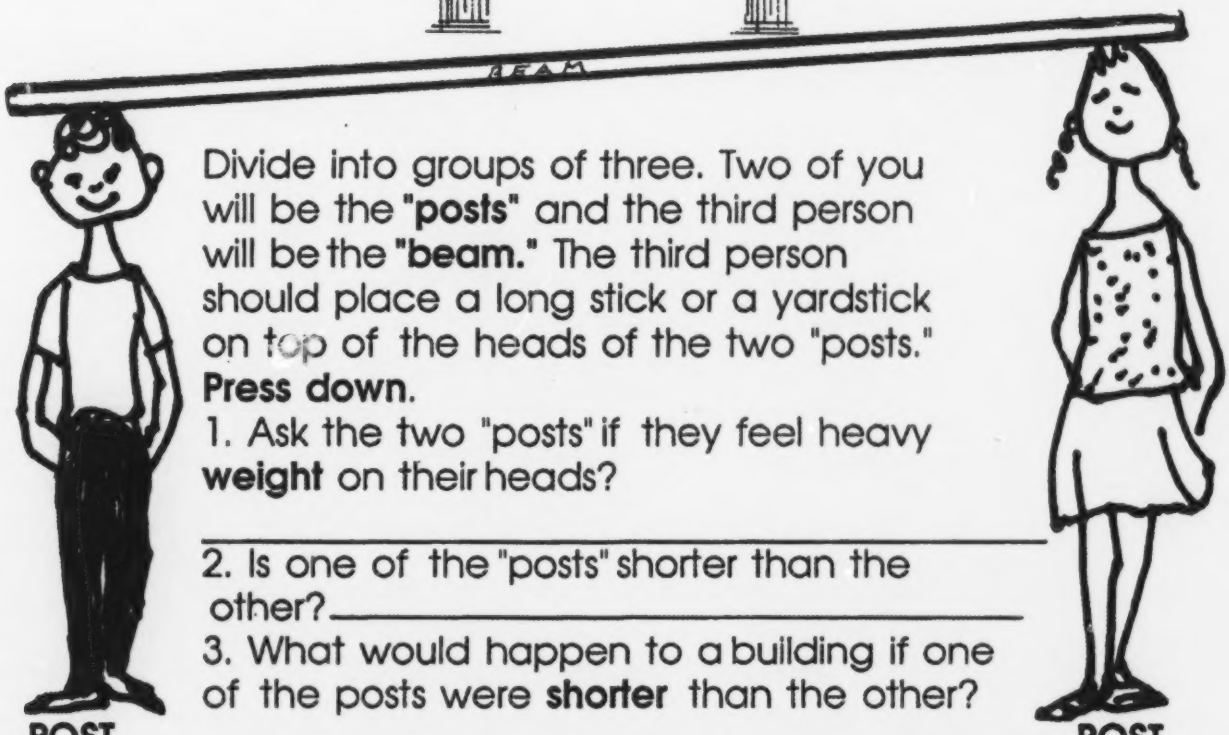
HOW THINGS ARE BUILT
POST AND BEAM CONSTRUCTION

Below are two **posts**. Draw a **beam** on top of the posts. This is probably the same kind of construction used in your home.



Below are two **Greek columns**. Draw a stone **beam** on top of the columns. This is the kind of construction that was used in a Greek Temple.





Divide into groups of three. Two of you will be the **"posts"** and the third person will be the **"beam."** The third person should place a long stick or a yardstick on top of the heads of the two "posts." **Press down.**

1. Ask the two "posts" if they feel heavy **weight** on their heads?

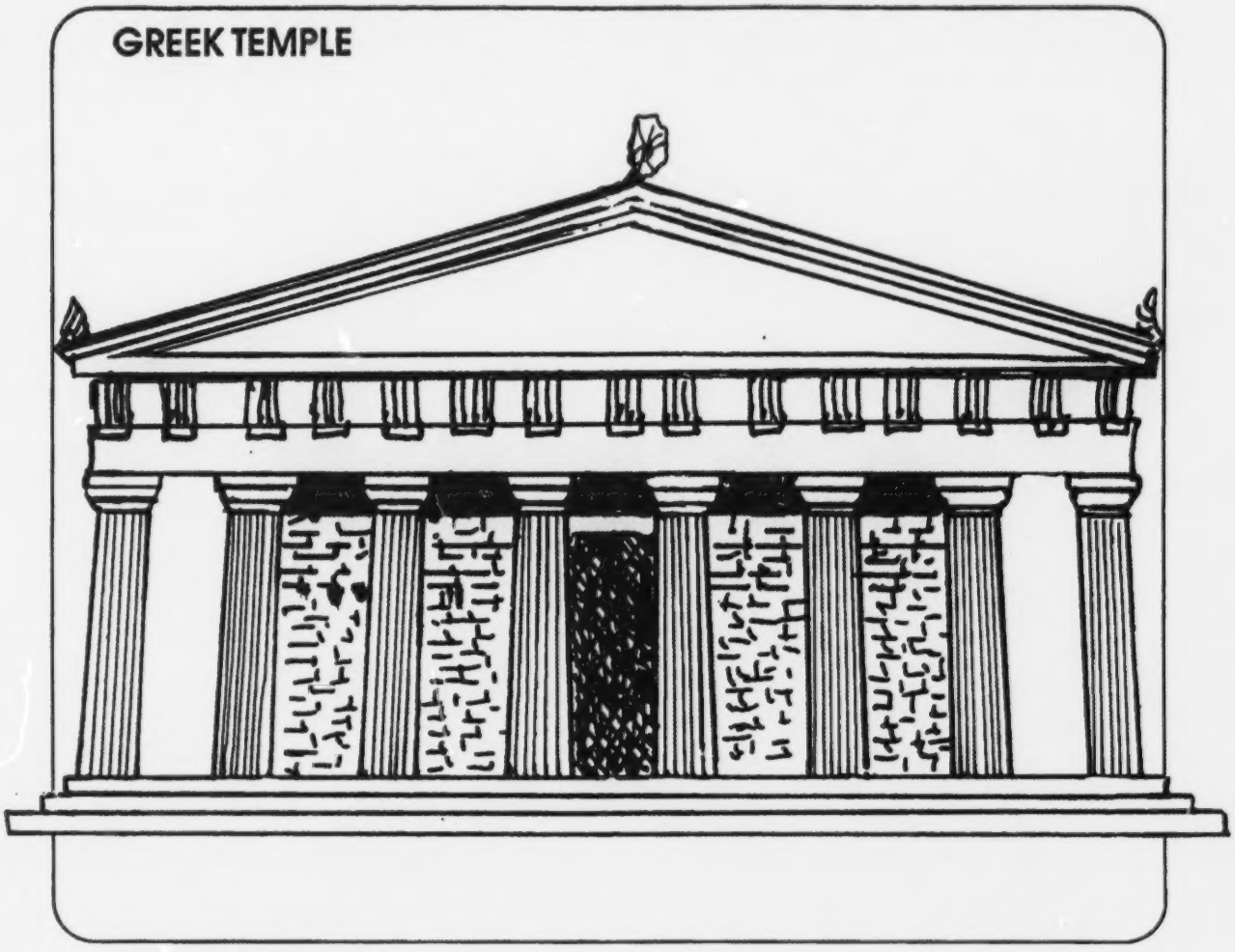
_____

2. Is one of the "posts" shorter than the other? _____

3. What would happen to a building if one of the posts were **shorter** than the other?

_____

6



GREEK TEMPLES

Greek temples, like the Parthenon, were built of marble or stone. A temple was like a church. The temple was where the ancient Greeks worshipped their gods and goddesses.

A Greek temple had columns all around it. This allowed people to enter the temple from any place on the outside. Because it is warm in Greece, there were no glass windows. The ancient Greeks like to stand on the steps outside in the warm sum. From there they could watch the athletic games and processions that took place outside.

Greek Temples were often painted bright colors. **Color this temple** the way you think it may have looked, or color it the way you would like to see it

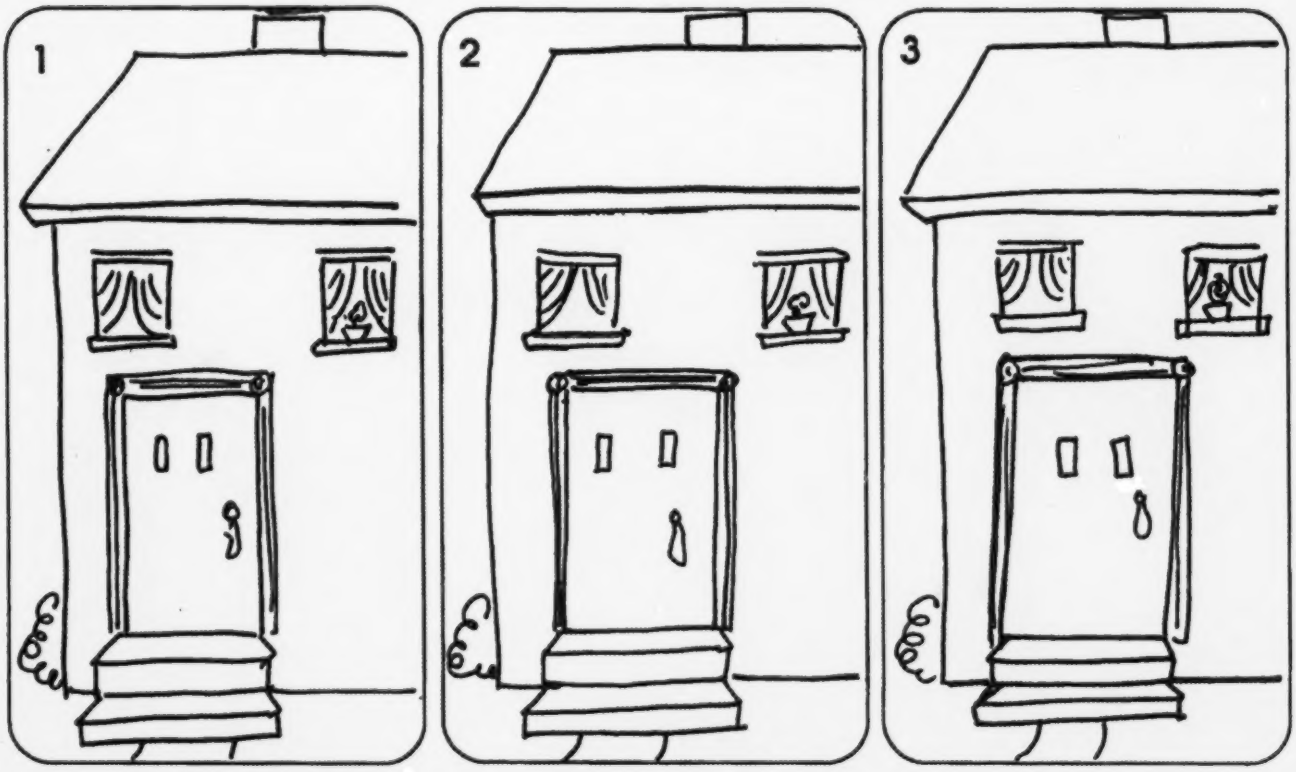
INSIDE THE PARTHENON

This giant statue of the Goddess Athena once stood inside the treasure room in the Parthenon. Her head almost touched the ceiling. She was made of pure gold and ivory .Today she is gone. Someone stole the golden goddess and melted her down and sold the gold to make themselves rich. **COLOR** the Goddess Athena **gold,** and the columns around her the **colors you would like.**

8

SCALE OR PROPORTION

When you put something tall or short next to something else, it changes its SCALE, or PROPORTION.



PRETEND THAT THIS IS THE FRONT DOOR OF YOUR HOUSE.

1. In the first picture draw yourself standing at your front door. Make yourself tall enough to reach the door knob, but short enough to walk through the door. How would you feel standing at your door, comfortable or uncomfortable? _____

2. In the second picture draw yourself **THREE TIMES AS BIG**. How large does the building look when you draw yourself so big?

_____

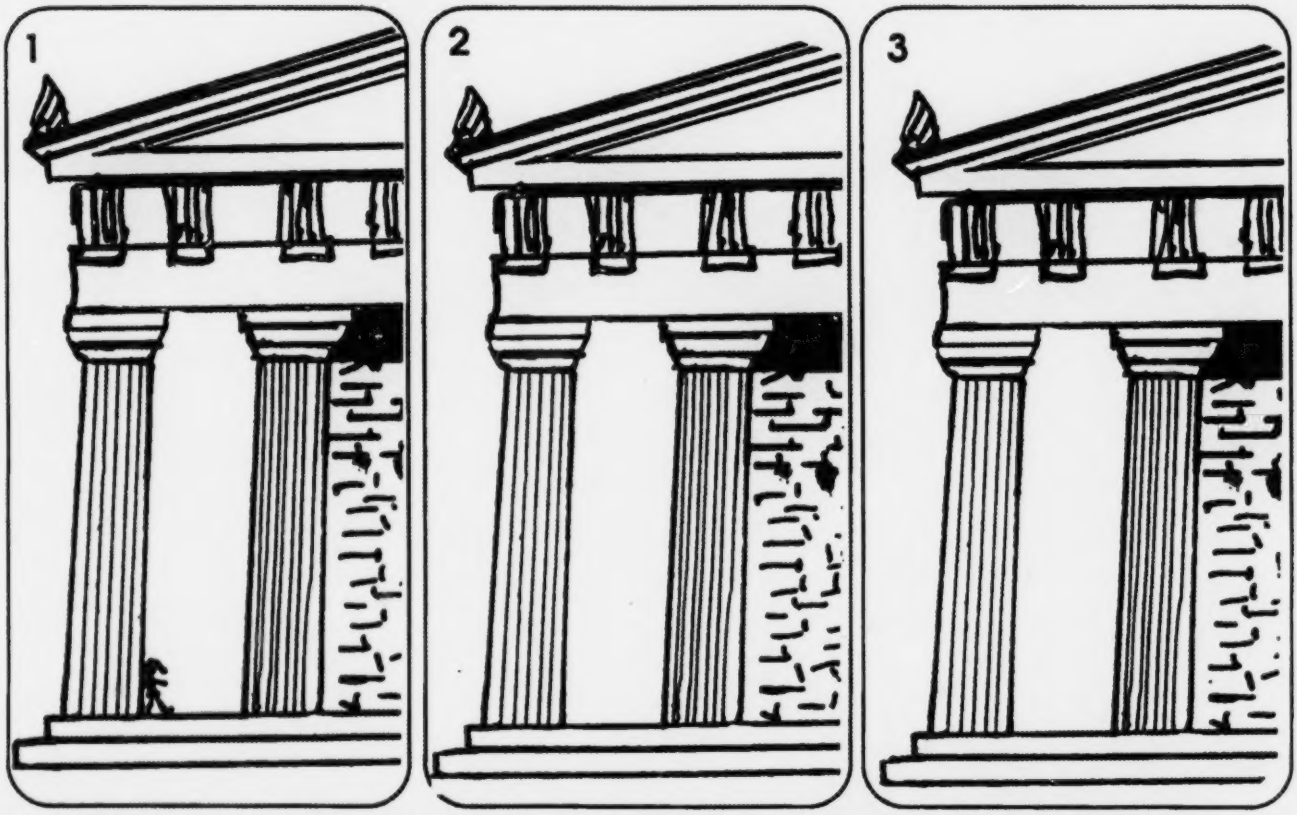
3. In the third picture draw yourself **THREE TIMES AS SMALL**. How large does the building look when you draw yourself so small?

_____

How would you feel standing next to it? _____

_____ _____

SCALE OR PROPORTION IN A GREEK TEMPLE
When you put something tall or short next to something else, it changes its PROPORTION.



PRETEND YOU ARE IN GREECE STANDING NEXT TO THE PARTHENON

1. Number 1 is a picture of you standing next to the Parthenon, a Greek Temple. Would you feel comfortable or uncomfortable standing next to this building? _____.
2. In the second picture draw yourself **THREE TIMES AS BIG.** How large does the Greek Temple look when you draw yourself so big? _____ How do you think you would feel standing next to it? _____
3. In the third picture draw yourself **THREE TIMES AS SMALL.** How large does the Temple look when you draw yourself so small? _____How do you think you would feel standing next to it? _____
4. The Greeks wanted people to feel comfortable. Which picture do you think would make you feel the most comfortable standing next to the Parthenon? 1. _____ 2. _____ or 3._____

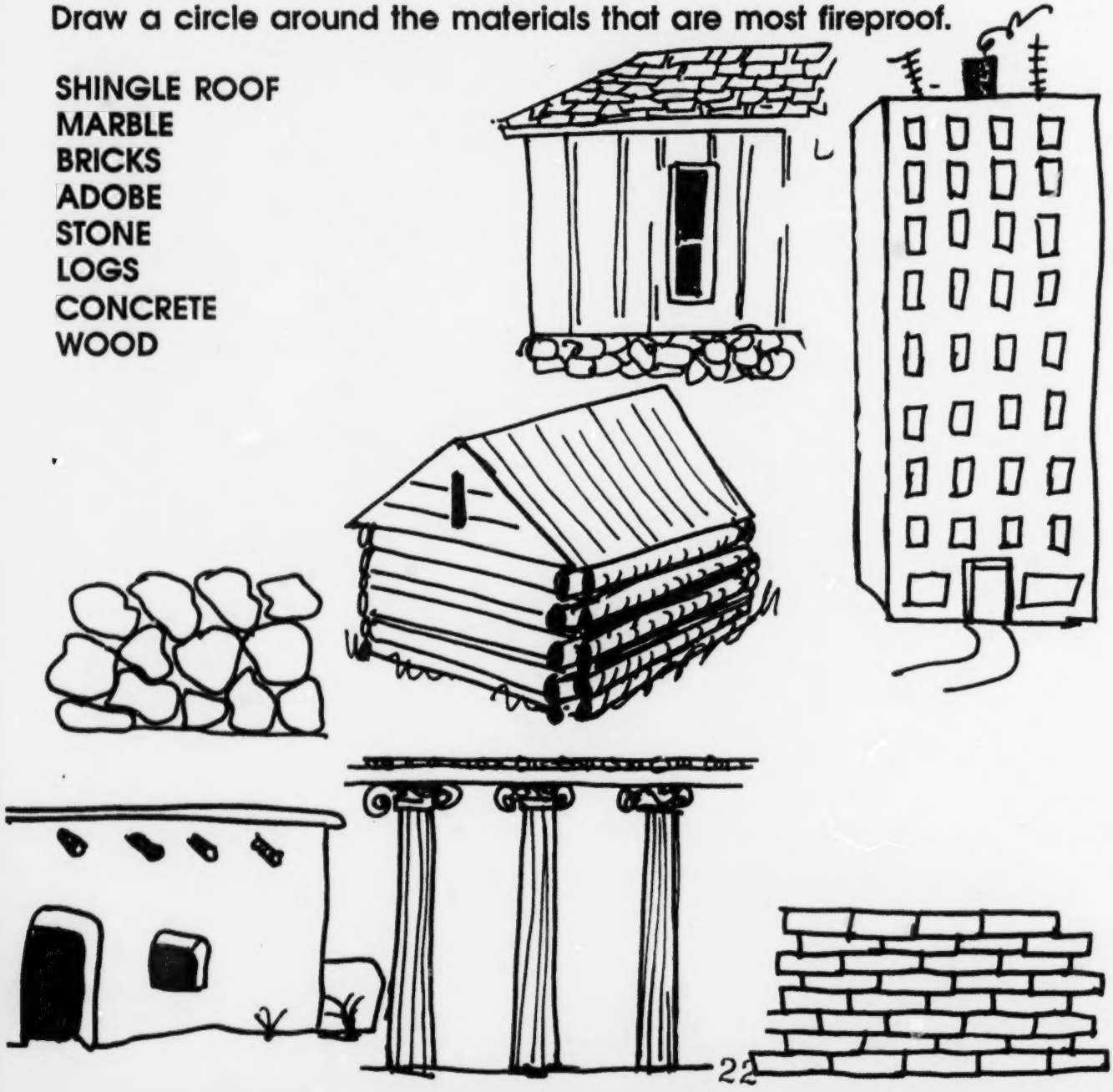
MATERIALS

Buildings are made out of many different kinds of materials. Some materials will burn, break or wear out easily, others will keep out the wind, cold, rain, snow or fire, and last for a long time.

On the left is a list of different building materials. **Draw a line from the name of each material to the building, or that part of each building that you think was made with this material.**

Draw a circle around the materials that are most fireproof.

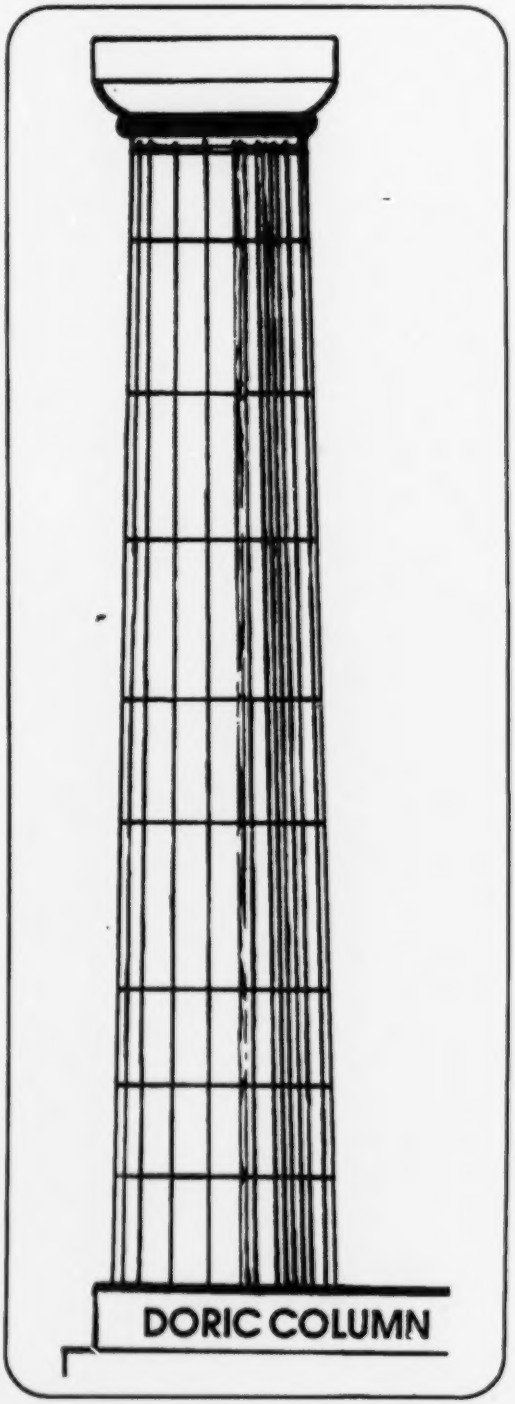
SHINGLE ROOF
MARBLE
BRICKS
ADOBE
STONE
LOGS
CONCRETE
WOOD



DRAW A GREEK DORIC COLUMN

Use the drawing on the right to help you draw a Greek Doric column. The Doric column is plain and simple. Its capital (or top) looks like a cap. Don't forget to draw in the FLUTES that run up and down the column.

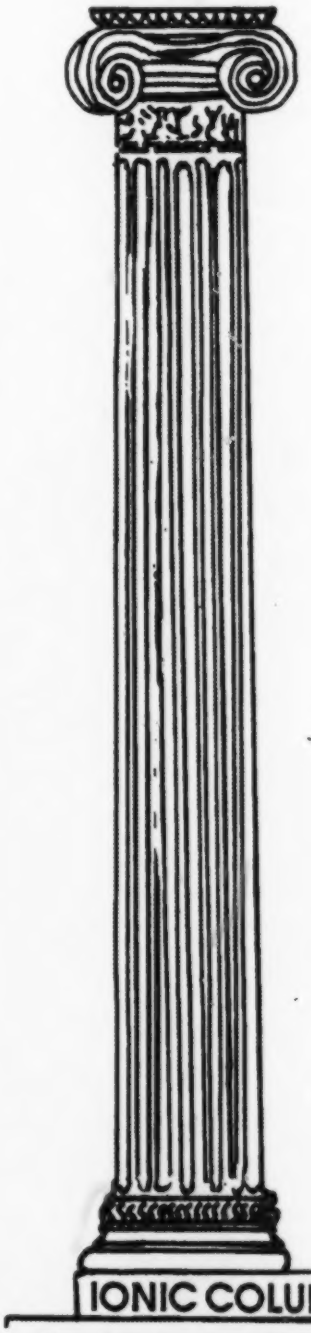
DRAW A DORIC COLUMN HERE



12

DRAW A GREEK IONIC COLUMN

Use the drawing on the left to help you draw the Ionic column. The capital or top of the Ionic column looks like two cinnamon rolls. The Ionic column also has FLUTES. Be sure to draw them.



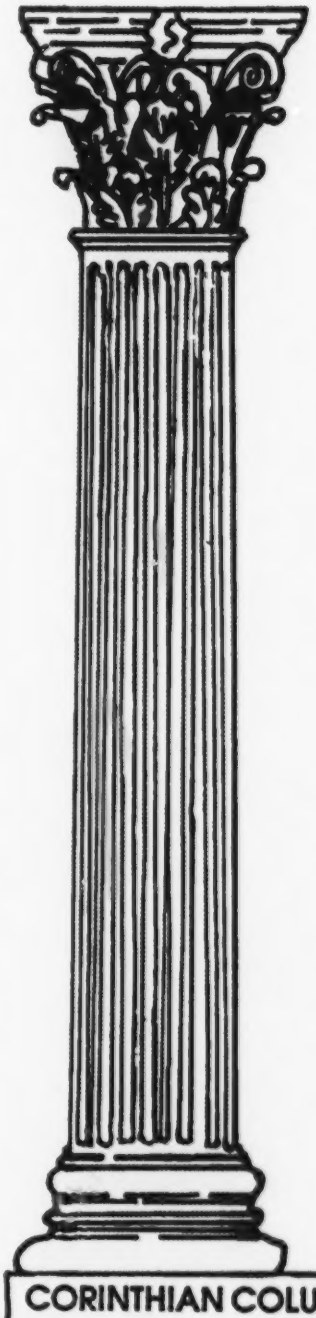
IONIC COLUMN

DRAW AN IONIC COLUMN HERE

DRAW A GREEK CORINTHIAN COLUMN

Use the drawing on the right to help you draw the Greek Corinthian column. The capital (or top) of the Corinthian column looks like a flowering hat. As you can see, it also has FLUTES that run up and down the column.

DRAW A CORINTHIAN COLUMN



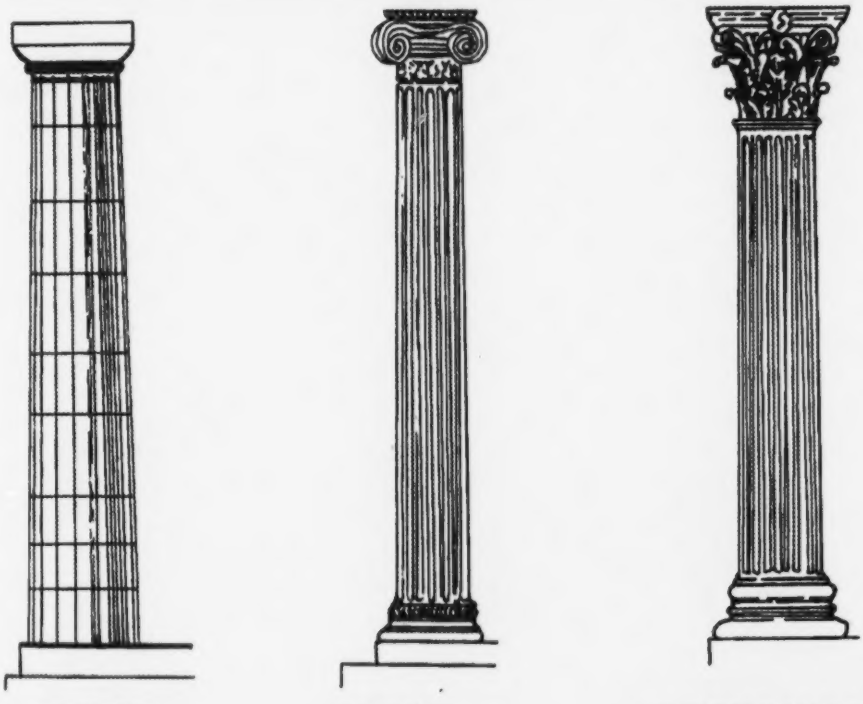
CORINTHIAN COLUMN

COMPARE THE THREE GREEK COLUMNS DORIC, IONIC and CORINTHIAN

1. Which column is the fanciest? Its capital looks like a flowering hat. _____
2. Which column is plain and simple? Its capital looks like a cap. _____
3. Which column has a capital with curling scrolls that look like cinnamon rolls? _____
4. Which column or columns have FLUTES? _____

_____

5. Which one do you like best? _____
   Why? _____



DORIC **IONIC** **CORINTHIAN**

6. Name a building in your town or city that has DORIC, IONIC or CORINTHIAN columns. _____
7. What is the building used for? _____

_____

8. Does the building have windows? _____
9. Did a GreekTemple have windows? _____

STORY OF THE CARYATIDS

About 425 B.C the CARYATIDS, who lived in Caria (see map) joined with the Persians to fight against the Greeks. When the Greeks won the war they killed the Caryatid men, burned their houses, and carried the women back to Greece to be slaves. To punish the Caryatids, the Greeks copied the slave women in stone statues. They made the statues of the stone Caryatid slave women hold up the stone beams on the Erechtheum Temple forever. Whether or not it is true, it's a good story!

DRAW A CARYATID HERE

Use the drawing above to help you draw the CARYATID. Can you see that her straight leg looks like a column? The folds of her dress run up and down like the FLUTES on a column.

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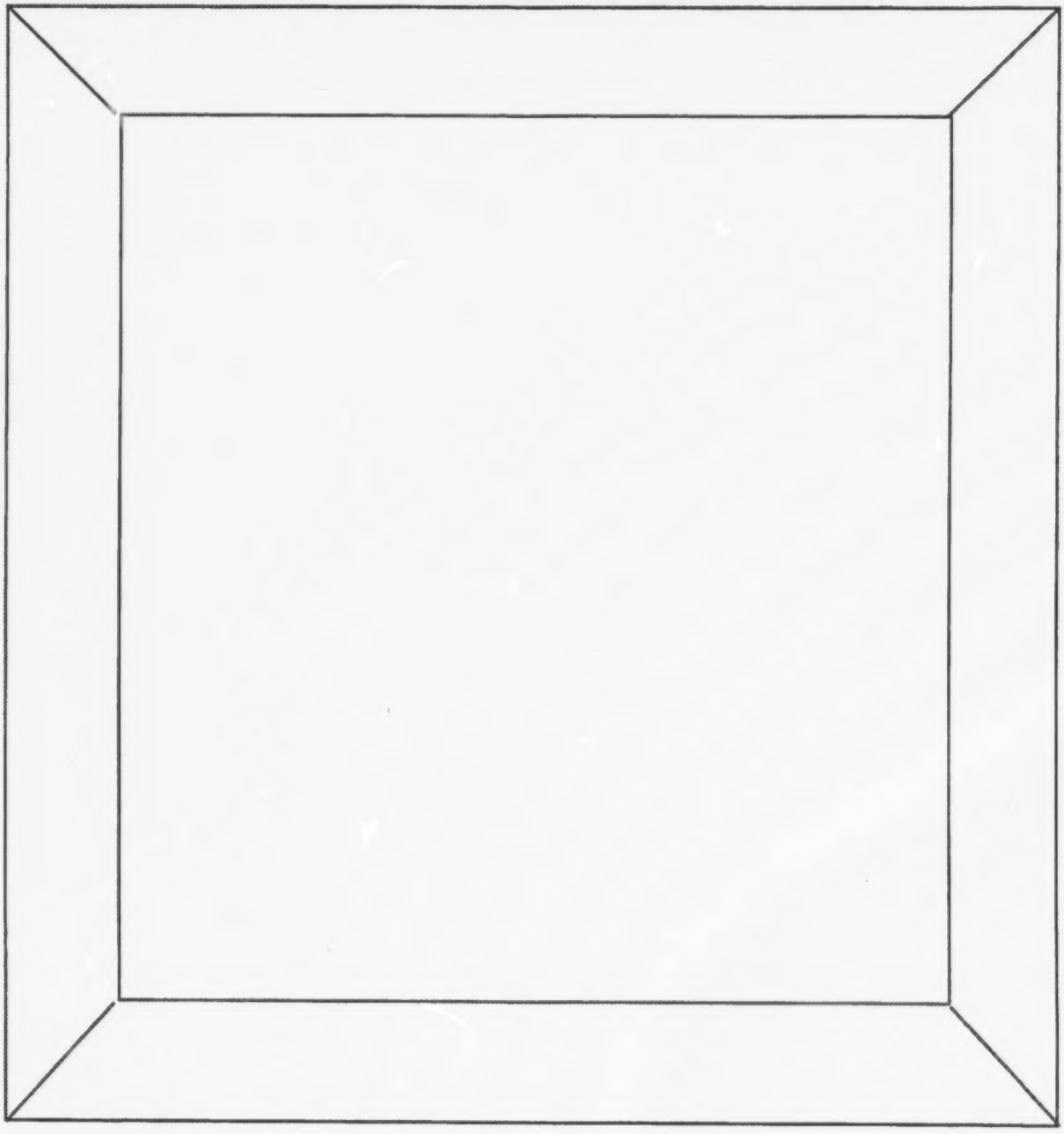
DRAW A PICTURE OF YOURSELF HOLDING AN ANIMAL, PERHAPS A CAT, DOG, RABBIT, BIRD OR EVEN A MOUSE.



When you have finished your picture, try to pick the animal you have drawn up off the paper.
Were you able to pick it up? _____
Of course you cannot pick up the animal because it is flat. It is two-dimensional. The animal was drawn on flat paper.

GREEK SCULPTURE

Below are some words that you will be hearing in the GREEK SCULPTURE Video or Sound Filmstrip. Copy each word on the line next to it.

sculpture _____

sculptor _____

light _____

shadow _____

roundness _____

thickness _____

three dimensional _____

statue _____

Troy _____

athletic games _____

stylized _____

Below is a list of things that are **FLAT** and some that have roundness and thickness, or that are **THREE DIMENSIONAL.**

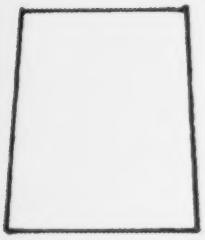
1. **Draw a line under the things that are FLAT.**
2. **Put a circle around the things that are THREE DIMENSIONAL.**

paper	a movie ticket
a dinosaur	a person
a drawing	a house
a stone	a drawing of a dinosaur
a lamp	a baseball bat
a tree	a map

WHAT IS SCULPTURE

SCULPTURE is a copy or creation of somethig made out of a material such as stone or clay.

On the opposite page is a plain piece of paper. CUT OR TEAR THE PAPER ALONG THE DOTTED LINE.



1. Do you think the piece of plain paper is interesting or boring?_____
2. How does the paper feel, flat or thick? _____

NOW CRUMPLE UP THE PAPER

1. How does the crumpled piece of paper feel, is it flat or thick?_____
2. When you scrunch it tightly does it have roundness that you can hold in your hand? _____
3. Is it THREE DIMENSIONAL?_____
4. Which is more interesting, the crumpled piece of paper or the flat piece of paper? _____
5. Why?_____

6. Are there any dark shadows on the crumpled piece of paper?_____Where are they? _____
7. Point to the lightest places on your crumpled piece of paper. Are they on the high places? _____

NOW TWIST YOUR CRUMPLED PIECE OF PAPER

1. What does your twisted piece of paper look like?
2. Does it look like an angry monster? _____
3. Does it have movement? _____

SCULPTURE, in order to be interesting, needs to be three-dimensional, have light and shadow, and have some movement.

ASK YOUR TEACHER TO PUT ON THE GREEK SCULPTURE VIDEO OR SOUND FILMSTRIP.

CUT ALONG THE DOTTED LINE

DO YOU THINK THIS PIECE OF PLAIN PAPER IS INTERESTING? OR IS IT BORING?_____
HOW DOES THE PAPER FEEL, FLAT OR THICK?_____
_____

NOW CRUMPLE THE PAPER

NOW IT HAS THICKNESS. IT HAS ROUNDNESS. IT IS THREE DIMENSIONAL.
CAN YOU FEEL ITS THICKNESS?_____

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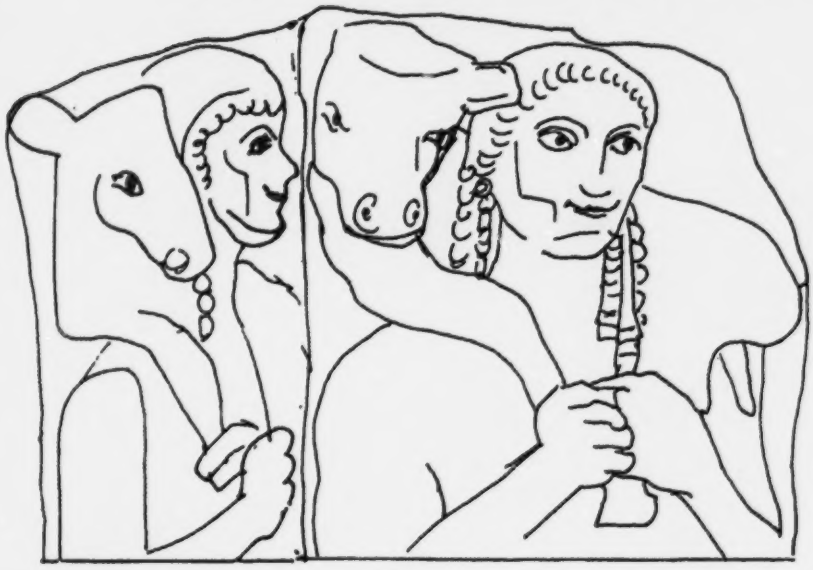
CUT OR TEAR THIS PIECE OF PAPER ALONG THE DOTTED LINE

CARVING A SCULPTURE FROM A STONE BLOCK



THE CALFBEARER

First the artist, or sculptor drew the figure he wanted to carve on each of the four sides of the stone block. He then carved away the unneeded stone with a hammer and chisel.

CARVE A FIGURE OUT OF A BLOCK OF SOFT CLAY

Take a piece of soft clay. On the front side draw the figure from the front. On each of the sides draw the figure from the correct side. On the back draw the figure from the back. Now cut away the unneeded clay. Pretend that the person or animal is hiding inside the clay block and you are trying to set him or her free.

1. Can you find any dark shadows on the Calfbearer like the shadows on the crumpled piece of paper?_____
2. Name some of the places that have dark shadows_____

_____

3. Are the shadows on the **high places** on the Calfbearer or in the **deep cuts** and **creases?**_____

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THIS GREEK GIRL HAS AN ARCHAIC SMILE

This Greek girl was carved out of a large block of stone or marble She was once painted with bright colors. Color her the way you think she might have looked. While you color make sure **you** are smiling an **ARCHAIC SMILE**..

Can you see that the waves in her hair form a pattern of lines? The pleats in her blouse or dress also fall in a pattern of lines. Whenever something realistic is made into a pattern of lines, we call it **STYLIZED.** When you go to school in the morning does your hair form neat rows? Is your hair **STYLIZED**? Does your shirt or blouse fall in perfect pleats? Is your shirt or blouse **STYLIZED**?

Draw a picture of yourself smiling an **ARCHAIC SMILE.**

Color the Greek Girl the way you think she may have looked.

ARCHAIC GREEK GIRL,
C510 BC

THE CHARIOTEER - ATHLETIC GAMES

The Greeks loved athletic games as much as we love baseball and football. This Charioteer once raced across the finish line in first place. His Chariot was pulled by four horses. Do you think the pleats in his long robe look like the flutes in a column?

On the left side of the page **draw a column with flutes**. (It can be a Doric, Ionic or Corinthian column, you choose.)

DRAW A COLUMN WITH FLUTES HERE

THE CHARIOTEER
from Delphi 450 BC

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THE DISCUS THROWER

The Discus Thrower was also a winner in the athletic games, perhaps at Olympia in Greece. The Discus Thrower winds up to throw the discus. **Try to stand in this same pose.** The Greeks thought the body of the male athlete was very beautiful and it was often shown nude.

On the right **draw a person winding up to throw** a baseball or a frisbie.

Make a model of a figure in action in clay. First take a lump of clay. **Squeeze** it. Give it a **twist.** Gently, **pull out some** of the **lumpy parts**. Now, look at your clay and see **what it tells you.** It could be a person throwing a frisbie or it might look more like an elephant galloping across a plain. Let the clay tell you what it wants to be and then add details that will make it more so.

THE DISCUS THROWER
by Myron, 450 BC

THE " WET DRAPERY " STYLE by PHIDIAS

These THREE GODDESSES look as if they had just been swimming with their clothes on. During the Golden Age of Greece, the Greeks did not think a woman's body was as beautiful as the body of a male athlete. Her body was never shown nude. Phidias, the sculptor, did not agree. He did the next best thing. He wrapped these Goddesses in "wet drapery" so you might see their body forms underneath.

THE THREE GODDESSES by Phidias, from the pediment of the Parthenon. 438 BC

MAKE A SCULPTURE WITH "WET DRAPERY"

Model a simple figure in clay. Now **wet** a **cloth, paper towel** or **tissue** and **wrap it around** your clay figure. Can you see the roundness of the body forms underneath? If you wish, try to copy how this looks in clay.

Make a model of yourself in clay in "wet drapery." Don't forget, if you are swimming and someone gets their clothes all wet, you can tease them about their "wet drapery" style.

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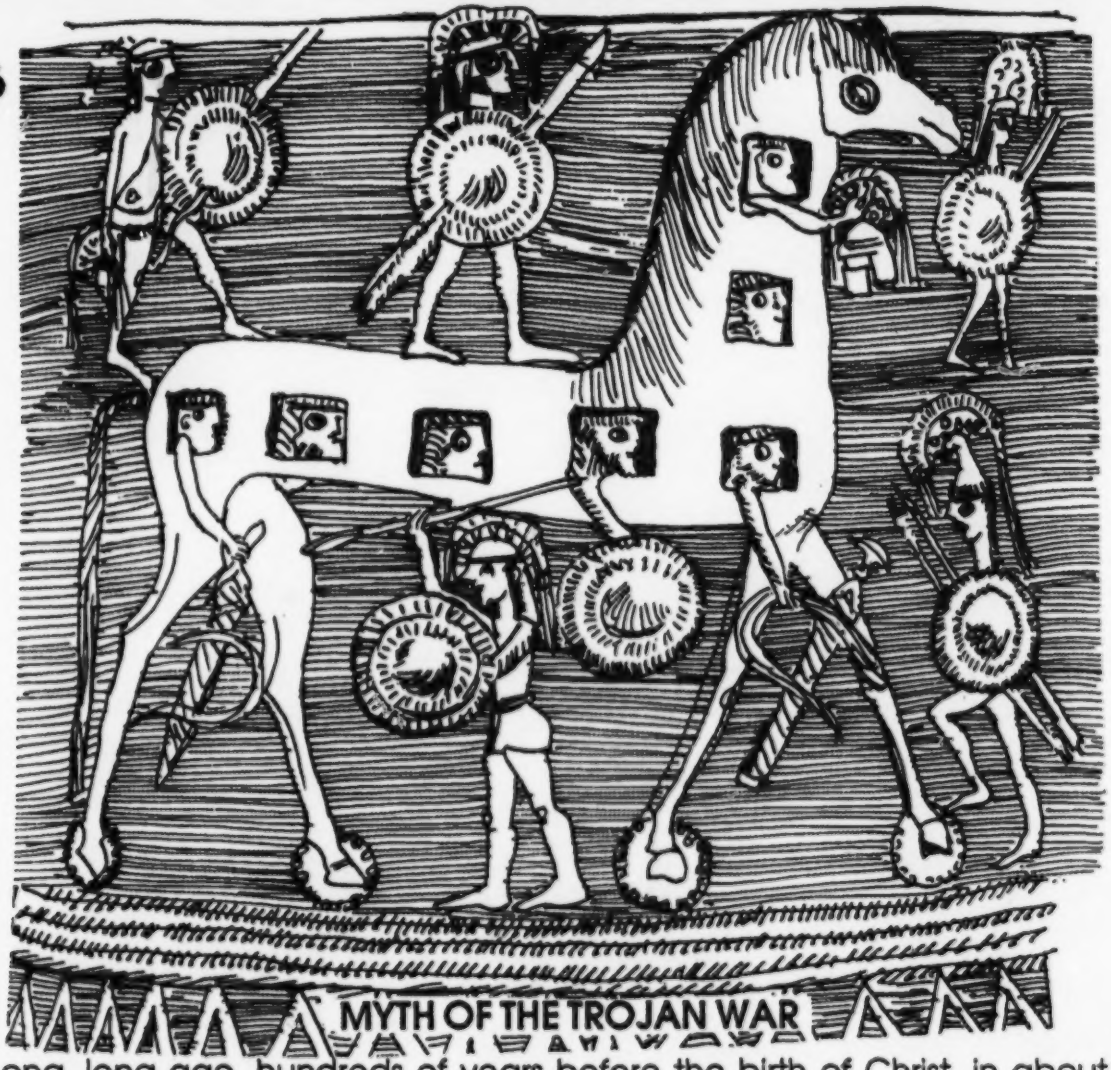

MYTH OF THE TROJAN WAR

Long, long ago, hundreds of years before the birth of Christ, in about 800 BC, there lived a poet named Homer. Homer sang and told stories of ancient heros and the gods. These stories were later written down.

Homer told this story of the Trojan War. Paris was the son of the King of Troy. Paris fell in love with Helen, the beautiful wife of the Greek King Menelaus, and carried her back to Troy. The Greeks were angry. Led by Agammemnon, the brother of the Greek king, the Greeks sailed to Troy and attacked the city.

In order to trick the Trojans, they built a huge wooden horse. Some Greek soldiers hid inside its belly. When the Trojans saw the great horse outside their city gates, they thought it was a gift from the gods. They pulled it inside the city. During the night the Greek soldiers jumped out and opened the gates of Troy to let in the Greek army. The Greeks destroyed Troy, but Helen wasn't there.

This picture of the Trojan horse came from a vase made about 50 years after Homer died. The artist made small windows in the wooden horse, so you could see the Greek soldiers inside.

CREATE YOUR OWN PICTURE OF THE TROJAN HORSE

Draw your own idea of the Trojan Horse. Cut out and use any of the pictures below to help you. **DRAW, CUT and PASTE.**

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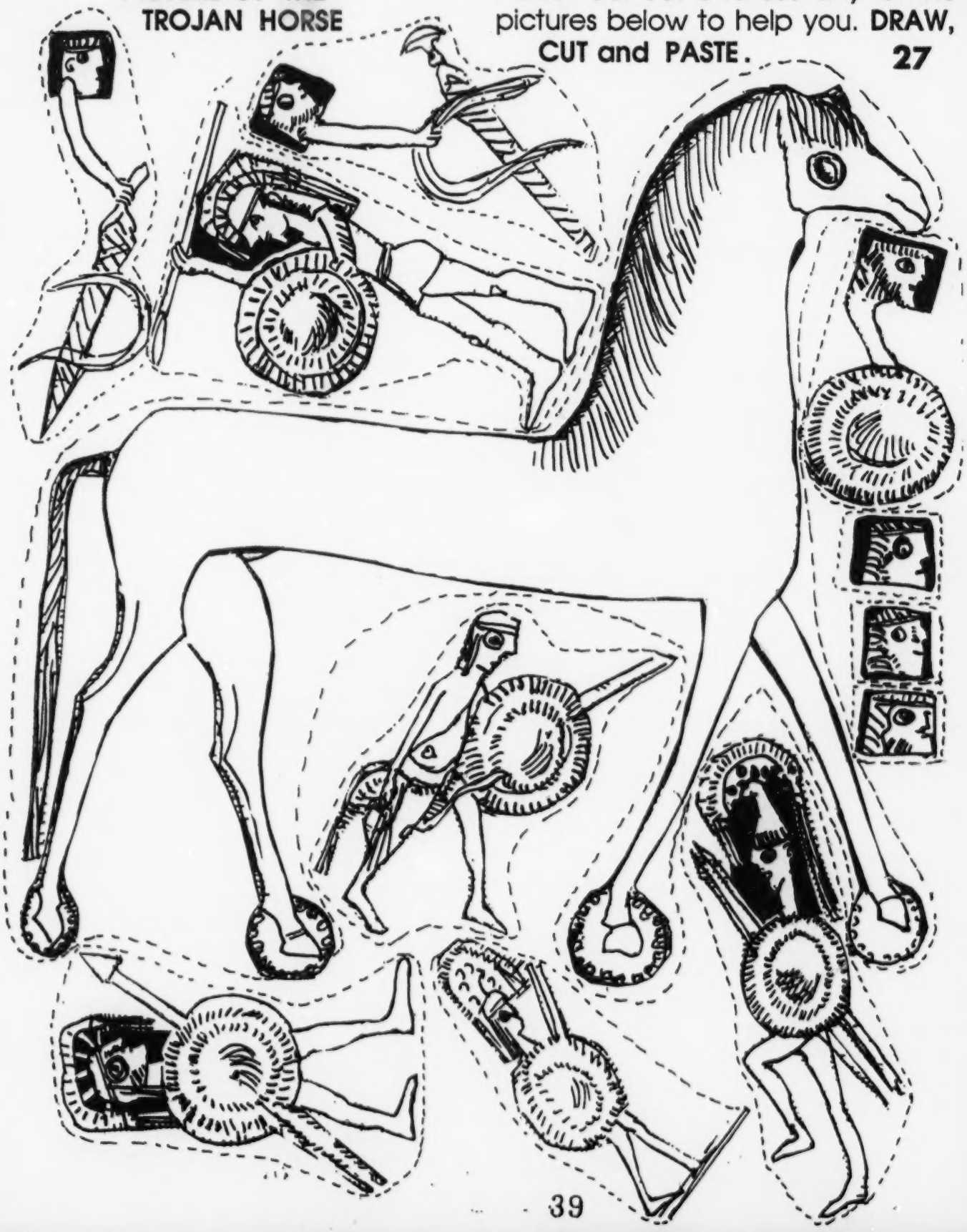
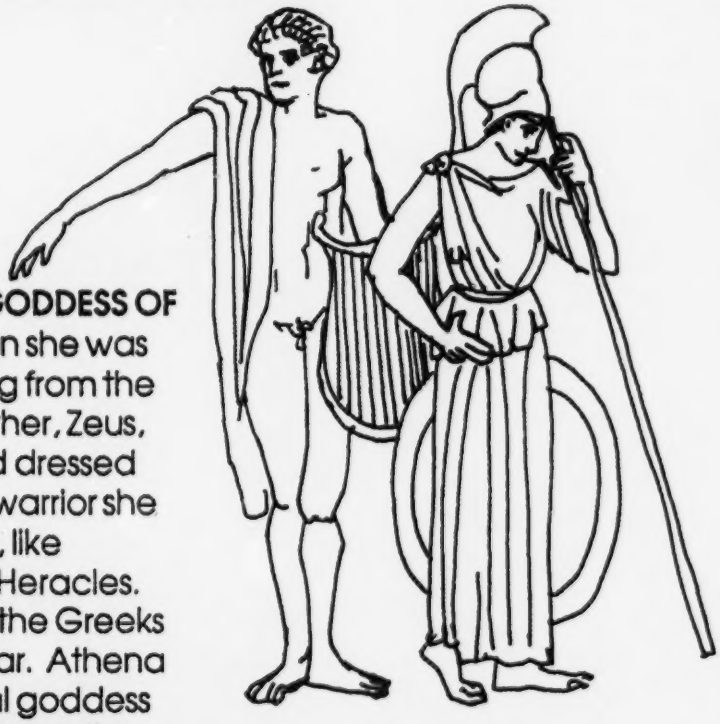


GREEK GODS AND GODDESSES

ZEUS was the **KING OF THE GODS** and ruled Olympus. He threw thunderbolts at his enemies to punish them. He often came down to earth. Once he changed himself into a bull, and carried off a pretty girl named Europa. She had many sons by Zeus. The continent of Europe was named after Europa.

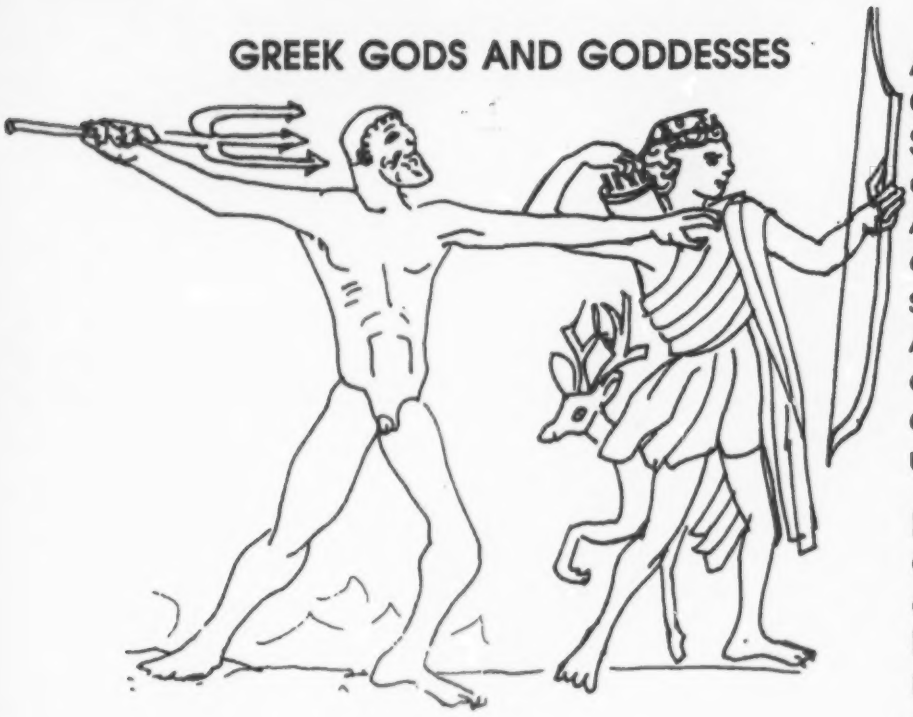
HERA was **GODDESS OF MARRIAGE**. She was both the wife and sister of Zeus. Hera was jealous of Zeus' many love affairs. She sent a gadfly to drive Io, one of Zeus' loves, to Egypt. When Zeus and Hera quarrelled it caused storms on earth.

APOLLO was the **GOD OF MUSIC AND LIGHT.** He was the perfect Greek athlete, and so handsome. He was also the god of philoso phy and medicine. He sided with the Greeks in the Trojan War.



ATHENA was **GODDESS OF WISDOM**. When she was born she sprang from the head of her father, Zeus, fully grown and dressed in armor. As a warrior she helped heroes, like Odysseus and Heracles. She sided with the Greeks in the Trojan War. Athena was the special goddess of Athens and gave the city an olive tree.

GREEK GODS AND GODDESSES

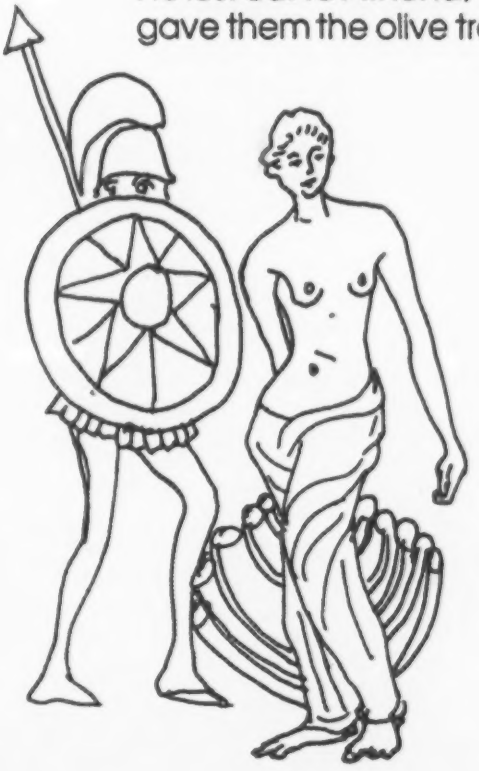


ARTEMIS was **GODDESS OF YOUTH AND HUNTING.** She was young, slender, and the twin sister of Apollo. Artemis never married. One day a hunter happened to see her bathing in the woods Artemis was angry. She changed the hunter into a deer, and his own dogs fell upon him and killed him.

POSEIDON was the **GOD OF THE SEA.** He was almost as powerful as his brother Zeus. Poseidon ruled the oceans, lakes and rivers. Poseidon wanted to be the god of the city of Athens. He offered them a spring of salt water and a horse. He lost out to Athena, who gave them the olive tree.

APHRODITE was the **GODDESS OF LOVE.** (The Romans called her Venus). When Aphrodite was born, she rose up out of the sea on a shell. Her husband was Hephaestus, God of Fire, but she really loved Ares, God of War. Aphrodite sided with the Trojans in the Trojan War.

ARES was **GOD OF WAR.** He was the son of Zeus and Hera. Ares liked to pick fights and the other gods didn't like him.



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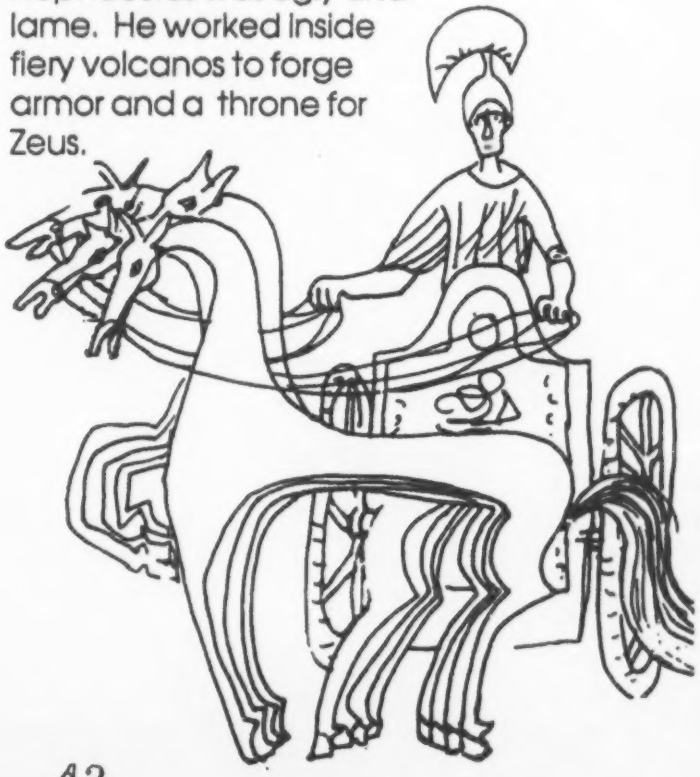
GREEK GODS AND GODDESSES

HERMES was the **MESSENGER OF THE GODS.** He could run very fast. Hermes invented boxing and racing. He was also the god of thieves because he was cunning and clever. Hermes led the souls of the dead down into Hades.

HESTIA was **GODDESS OF HOUSE AND HOME.** She was the sister of Zeus and refused to marry both Poseidon, God of the Sea, and Apollo, God of Music and Light. She helped to keep the other gods from quarreling

HEPHAESTUS was **GOD OF FIRE.** He was married to Aphrodite, the beautiful Goddess of Love. Hephaestus was ugly and lame. He worked inside fiery volcanos to forge armor and a throne for Zeus.



HADES was **GOD OF THE UNDERWORLD.** He was a brother of Zeus. He ruled the gloomy underworld. Charon, the ferryman, carried the souls of the dead across the River Styx. The good souls went to the Elysian Fields. The bad souls went to Tartarus where they were tortured.

GREEK HEROES

PERSEUS was sent by an evil king to bring back the head of Medusa, one of the three terrible Gorgan sisters. These winged monsters had golden scales and hair of serpents. Anyone who looked at them was turned to stone. The Goddesses Hera and Athena helped Perseus. They made him invisible and gave him a shield as shiney as a mirror. Perseus was now able to cut off Medusa's head by looking in the mirror of his shield, instead of looking directly at her.

HERACLES was the son of Zeus but not of Hera. She drove Heracles so mad that he killed his family. As punishment for this terrible act, Heracles had to do 12 tasks. Here you see him cutting off the heads of the many headed Hydra. Another task was to clean out the Aegean Stables, which hadn't been cleaned in years. Still another task was to kill the Nemean Lion, while another was to hold up the world on his shoulders for Atlas. In the end Heracles became a god.

Try to make some **drawings** that would tell, or **illustrate**, the myth of Jason and the Golden Fleece.

Make up **your own myths** and **illustrate** them with drawings.

Make your own drawings to illustrate the myths of Heracles and Perseus.

JASON set sail on his ship the Argo, to find a special ram which had a **Golden Fleece** or coat. Jason and his crew, called the Argonauts, sailed through dangerous waters. They fought off the terrible Harpies, (vulture birds with faces and breasts of women). They battled the Amazons (female warriors). After many adventures, he and his men finally captured the Golden Fleece.

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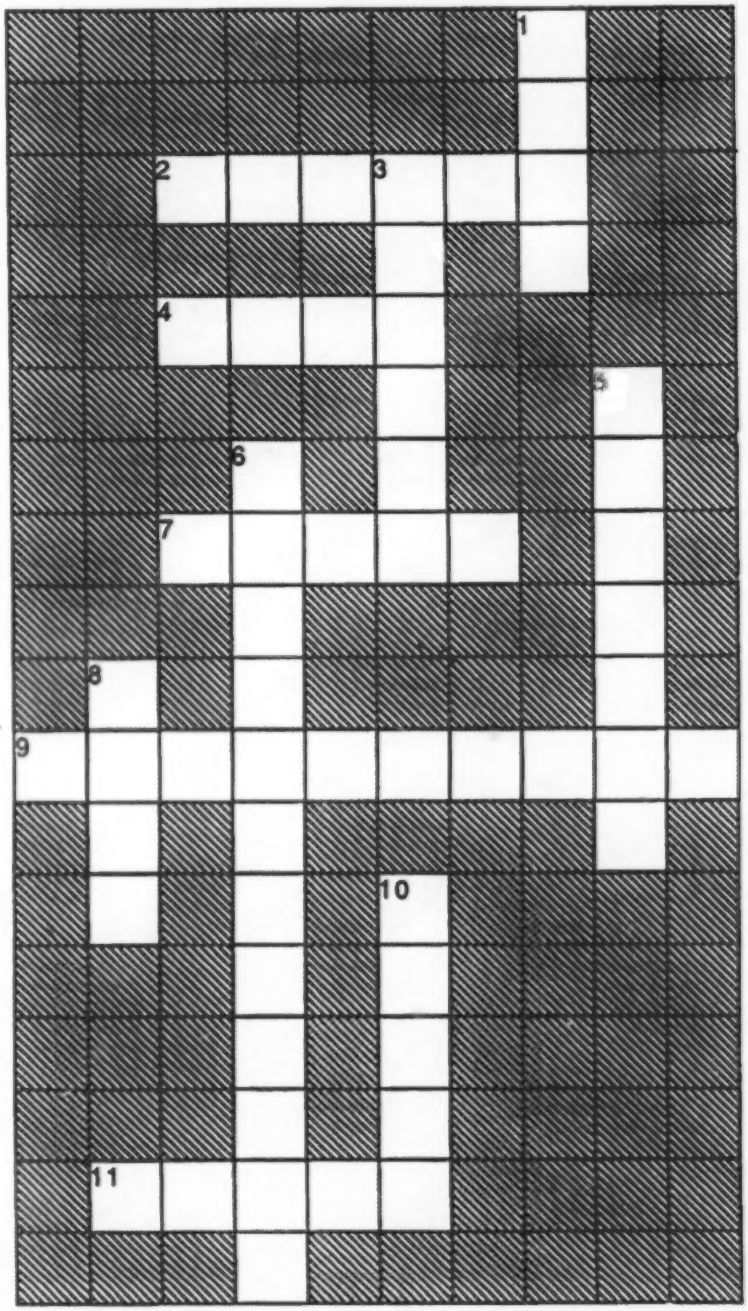
GREEK ARCHITECTURE CROSSWORD PUZZLE

<u>ACROSS</u>

2. Thin groves running up and down columns.
4. Two posts hold up one of these.
7. People who live in Greece.
9. The top of a column that looks like a flowering hat.
11. The plainest kind of capital.

<u>DOWN</u>

1. Two of these hold up a beam.
3. A building where the ancient Greeks worshipped their gods and goddesses.
5. The top part of a column.
6. A word that means 'buildings'.
8. The ancient Greeks worshipped these in their temples.
10. The kind of column that looks like two cinnamon buns.



GREEK SCULPTURE 'LOOP-A-WORD'

Can you find all the words about Greek sculpture hidden in the square of letters below? When you find them, draw a circle around them, just like the circle around the word "carve." Cross the word off the list once it has been circled.

Here are the words you can find:

SCULPTURE
STYLIZED
LIGHT
SHADOWS
STONE
UNDERCUT
MOVEMENT
STATUE
VASE

S C U L P T U R E
T R V A S E N E M
Y P O S S N D S O
L I G H T E E E V
I C C A A H R Q E
Z A J D T Z C X M
E R M O U J U U E
D V Y W E K T O N
Z E P S T O N E T

SEE HOW MANY YOU CAN GET RIGHT!

Mark the box with the correct answer

1.

- ☐ A. A FLOWERING HAT
- ☐ B. A Greek CORINTHIAN Capital

2.

- ☐ A. The TOOTH FAIRY
- ☐ B. KORE, Greek Girl, with an Archaic Smile

3.

- ☐ A. A CARYATID, statue of a woman used as a column
- ☐ B. Your mother with laundry on her head

4.

- ☐ A. The DISCUS THROWER Greek sculpture
- ☐ B. A FRISBIE PLAYER with a sore knee.

5.

- ☐ A. Your teacher when she is angry
- ☐ B. MEDUSA, Gorgan monster. Perseus cut off her head.

6.

- ☐ A. A Greek IONIC Capital
- ☐ B. Two CINNAMON ROLLS

7.

- ☐ A. The PIZZA HUT down the street.
- ☐ B. THE PARTHENON Athens, Greece